SECTION 5: PROGRAM LEADERSHIP

INTRODUCTION

PROGRAM DIRECTOR REQUIREMENTS

PROGRAM DIRECTOR PROFESSIONAL DEVELOPMENT REQUIREMENTS

LEADERSHIP CHARACTERISTICS

TRAITS OF A GOOD PROGRAM DIRECTOR

INSTRUCTIONAL LEADERSHIP

REFERENCE AND RESOURCES

1. Introduction

Today's adult education leaders are not just effective managers; they are also quality instructional leaders who shape the environment in which teachers and students succeed or fail. Quality program leadership is essential to running an effective adult education program. Good leaders Identify, coach, develop and motivate staff toward a common goal.

2. Program Director Requirements

Minimum Requirements

• All program directors hired after July 1, 1998, shall possess a minimum of a bachelor's degree.

• All new program directors hired after July 1, 2004, shall possess a bachelor's degree and three years of administrative/management experience; a master's degree can substitute for two years of the administrative/management experience. A bachelor's or master's degree in administration, education or a related field is preferred.

Examples of Program Directors Job Responsibilities from the KYAE Policy and Procedure Manual

Management:
• Oversees the day-to-day operation of program.

• Initiates and facilitates change for continuous program improvement and capacity building.

• Understands, interprets and assures compliance with federal and state laws and regulations.

• Establishes procedures to meet performance measures for program accountability.

• Initiates program planning, develops goals and plans for meeting objectives.

• Promotes safe work environment.

• Establishes procedures for collecting, documenting and reporting data and ensures accountability.

• Communicates regularly with staff and involves them in planning through a variety of formal and informal means.

• Oversees recordkeeping to ensure accuracy and timeliness.

Instruction:

• Ensures and/or provides high quality instruction in literacy, ABE/GED, ESL, workforce, family literacy citizenship.

• Ensures that research-based instructional practices are used that incorporate the use of computers and other technologies.

• Provides instructional leadership by initiating and monitoring the process of curriculum development and supports instructional strategies based on research in adult learning and development.

Personnel:

• Assures appropriate and high quality program staffing.

• Supervises, observes and evaluates staff.

• Coordinates activities of instructional staff to ensure effective program operation.

• Assists staff in developing professional development plans and ensures there completion.

• Promotes professional development opportunities and adheres to the KYAE professional development policy.

Fiscal:

• Manages fiscal resources and reports financial information.

• Identifies additional resources and initiates plans to secure them.

• Prepares and monitors all aspects of budget.

• Monitors contract compliance and cooperative agreements.

• Monitors and approves purchasing.

Community:

• Advocates and promotes adult education program within community.

• Builds partnerships to enhance the availability, quality and delivery of services.

• Participates in local organizations to represent and further the use of adult education services (P-16 councils, WIA boards, One-Stops, etc.).

Leadership:

• Models professional behavior and requires other staff members to act in a professional manner.

• Promotes the philosophy, goals and objectives of adult education at local, state and national levels.

• Promotes an environment in which cultural and philosophical diversity is valued and appreciated.

• Cultivates an atmosphere of respect for all staff and students.

• Provides leadership in development of curriculum, retention activities and all student services to leadership.

Professional Development:

• Participates in required professional development activities.

• Uses technology resources to engage in ongoing professional development and lifelong learning.

• Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

3. Program Director Professional Development Requirements

All program directors must complete professional development requirements. For fiscal year 2008-09 professional development requirements, refer to the professional development policy, that can be found at www.kyae.ky.gov/policy.

- Models appropriate professional behavior and encourages other staff members to act in a professional manner.

- Demonstrates effective interpersonal and communication skills.

- Encourages active involvement of all staff in decision-making processes.

- Establishes and promotes the philosophy, goals, and objectives of adult education.

- Promotes an environment in which linguistic and cultural differences are valued and appreciated.

- Promotes an academically oriented climate.

- Initiates and facilitates positive change processes.

- Advocates for the field of adult education at national, state, and local levels.

- Provides and/or obtains the resources needed to accomplish KYAE's core mission.

- Promotes effective program development activities in accordance with program needs and leads the process to set program goals and program improvement goals.

5. Traits of a Good Program Director

1. Trust and Respect
- If you lead you don't need to be liked on a personal level (although most good leaders are).
  You simply need to have the characteristics that make you trusted and respected in the leadership role that you have assumed.
- There is a key difference between generating respect and trust and being liked personally.
- People don't have to like you to trust and respect you.
- Many people who know nothing about leadership try too hard to be liked on a personal level and this leads to ineffective leadership as their goal of being liked interferes and weakens their role as leader.

2. Communication
- You need to be able to communicate with your team and treat them with respect, encourage and be firm when needed.
- A good leader tries to get the best out of their team by understanding them, inspiring them and rewarding their effort. A good leader never rules by fear.
- A good leader, however, needs to be firm and takes swift decisive action when required.

3. Enthusiastic
- Good leaders always have the character trait of enthusiasm about getting the job done.
- People will respect a person who shows hard work, passion and dedication.
- Leaders are there to motivate and inspire; people will respond to these character traits.

4. Confidence
- If you are not confident you will not get anywhere as a leader.
- Rock solid confidence in your ability is a must to inspire dedication, trust and hard work from your team.
- Confidence should not be confused with arrogance.
- Arrogance reflects a non-team player and will cause resentment.
- Most great leaders have a combination of confidence and humility.

5. A Cool Head
- When things are going wrong you look for a leader to take control of the situation.
- They need to show confidence, but do so in a cool, calm collected manner with the aim to putting things right or getting the job done.
- No matter what the situation, a good leader never loses their cool; this is critical to maintaining team confidence when the chips are down.

6. Focus on Key Elements
- A good leader thinks analytically and can view the overall goal or aim, but also break down the sub elements of what needs to be done to reach the goal.
- They organize, prioritize and work out the smaller parts into a logical pattern to reach the ultimate goal in the best possible manner.

7. Motivation and Innovation
- A good leader is always looking to improve and to innovate to get better results even when things are going well. A true leader is looking to take them and their team to the next level.

8. Improve Their Skills
- A good leader is constantly trying to improve their skills and looks at their past results.

THE CHARACTERISTICS OF A LEADER: DEMONSTRATING GOOD LEADERSHIP SKILLS

http://www.coach4growth.com/good-leadership-skills/characteristicsofaleader.html

Shape the Instructional Environment

Examples of how to *shape the instructional environment in your program:*

- Initiate and monitor the process of curriculum design and development and support instructional processes and strategies based on research in adult learning and development.

- Focus on instructional quality, spending time in classrooms, observing teaching and helping instructors both improve their practice and make student achievement their highest priority.

- Challenge staff members to examine traditional assumptions about teaching.

- Make available to instructors the latest information about research-based practices.

- Establish support networks for instructors in which staff can share information.

- Work with instructors to plan curricula and instruction that are tied to student learning goals.

- Encourage the building of small learning communities in which instructors participate in regular, collaborative professional learning experiences aimed at improving teaching and learning.

- Make time for teacher leaders to facilitate, plan, mentor and coach other instructors.

Use Data to Inform Decisions

Examples of how to use data to inform decisions:

- Compile and/or use various needs assessments to determine staff, student and community needs.

- Place student learning at the center of all decisions.

- Understand the importance of, and ensure, clean data collection procedures.

- Analyze data using a variety of strategies.

- Encourage instructors to use AERIN data.

- Use data as tools to identify barriers to success and to plan for program improvement.

- Establish a culture that is comfortable with, values and uses data to support decisions about program improvements.

Function as Change Agent

Examples of how to effectively implement change:

- Understand the change process and how to build support for change.

- Know how to plan for, facilitate and sustain change.

- Involve staff in planning for change.

- Provide the resources and support necessary to effect change and make creative use of <u>all</u> resources—people, time and money—to support the change efforts.

- Welcome resistance as a means of defining important issues/concerns and look for ways to address those concerns.

7. References and Resources

Adult Education Handbooks and Guides from Other States

California Adult Literacy Professional Development Project
- Adult Education Administrator's Guide
  http://www.cde.ca.gov/sp/ae/ir/documents/aehandbook2005.pdf

Indiana Department of Education/ Division of Adult Education
- Program Director Handbook
  http://www.doe.state.in.us/adulted/admin_handbook.html

- Instructor Handbook
  http://ideanet.doe.state.in.us/adulted/teacher_handbook.html

- Media Kit
  http://ideanet.doe.state.in.us/adulted/pdf/admin_mediakit.pdf

Massachusetts Department of Education/ Adult Education
- Adult Basic Education Guide
  http://www.doe.mass.edu/acls/abeguide.pdf

Maine Adult Education
- Director's Handbook
  http://mainegov-images.informe.org/education/aded/dev/handbook/DirectorUs%20Handbook04.pdf

Texas Center for the Advancement of Literacy and Learning (TCALL)

- Teacher Toolkit
  http://www-tcall.tamu.edu/toolkit/contents.html

- Program Director
  http://www-tcall.tamu.edu/texaslearns/05admanual/cover.htm

West Virginia Adult Basic Education (WVABE)

- Program Director
  http://www.wvabe.org/misc_pdf/Admin_Technical_Assistance_Guide.pdf

- Instructor Handbook
  http://wvabe.org/teacherhandbook.htm